

Annual School Development Report Acreman Elementary 2016 - 2017



Vision Statement of Acreman Elementary

Acreman Elementary's aim is to promote a student-first philosophy in a supportive, inclusive, and nurturing environment, which incorporates high quality instruction leading to success for all students.

Mission Statement of Acreman Elementary

Acreman Elementary is committed to providing a safe, caring, collaborative and socially just learning environment for all with an emphasis on student learning, achievement, and personal growth.



A Message From
TONY STACK
CEO / DIRECTOR OF EDUCATION (Interim)

The school development report for the 2016-17 school year outlines your school's successes in areas such as student achievement and professional development.

School development plans align with and support the Strategic Plan of the Newfoundland and Labrador English School District, and also give guidance to individual staff growth and development plans. Producing this report is not done to simply satisfy an administrative requirement, but rather it is an important exercise that captures what has been achieved in order to frame the next steps that schools must take to continually ensure the safety, security, and success of our students so that they may have all the tools needed to realize their full potential.

Our schools are full of passionate educators and staff who give of themselves every day to see a child realize their potential. Our teachers, support staff, administrators, school councils, parents, guardians, and students are truly invaluable as we set collective goals to take us into the future. Each and every member of our school communities has a role in creating an accomplished education system and please know we appreciate your support, feedback, and continued efforts as evidenced in this report.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Tony Stack'.

Tony Stack
CEO/Director of Education (Interim)



Message from Principal

This school report is prepared with the intent of giving parents and other stakeholders information on what is happening at our school and the success experienced in many different ways by our students and staff. We also use this plan as a guide to direct us to more success and give us a map to follow in the different areas we feel we need to improve.

Within this document, you will find different types of data. We will showcase both internal and external data. The external data would be the results from the Grade 3 and 6 Provincial Assessments, as well as the Grade One and Two Reading Assessments. Our internal data would include our report card data from all three reporting periods. The school plan is written specifically to fit the strengths and needs of our students and our school. Objectives and strategies are developed in order to help students learn and achieve. The plan is revised and revisited throughout the year to meet the changes in needs and the basic desire in our school plan is to help our students succeed to their very best. Our plan is at the end of its cycle so we are ready to complete a new 5year plan with both an internal and external review to be completed.

We spend time as a staff analyzing our data so we can evaluate and make changes as necessary. The trends that we have seen over the past few years indicate that our students perform well but the data also demonstrates various areas of need and helps to determine the direction we wish our school to go in.

Our working relationship with parents and guardians is very important to us and we are committed to this partnership as a strong home and school connection is essential to student success and achievement. As a school, we are lucky not only to count on our parents and extended family members for the academic support of our students but also for your continued support of all of our school activities and events. Thank you for all that you do for our school and our children each and every day.

Yours in Education,

Patti Collins Yetman
Principal

Message from the School Council

We were pleased to have three new parents join our school council in September for a total of eight members on council. With a welcomed increase in our enrolment, it also brings new challenges to our school policies and procedures and daily routines. As a result, our school council has worked on several initiatives and policies to help create a fun and safe learning environment for our children.

Fundraising plays an important role in the success of our school outings and technology upgrades, this year our children worked hard collecting recyclables, getting sponsors for a walk-a-thon and 50/50 ticket draws at our Christmas and spring concerts.

Our council reviewed the internal and external data for report cards and the provincial assessment results for Acreman, we identified the strong areas of our students and discussed how teachers are working to increase the success in other areas of the assessment.

It is important for students to recognize and learn about special occasions throughout the year with in-class celebrations however, there was a concern of the extra cost placed on parents. As council, we felt the need to implement a “No Treat” policy to ensure parents do not feel pressured to send along treat bags for each child in the classroom. It also ensured no child would feel left out if they did not have treats to pass out.

Teachers and administration staff are always vigilant of the safety of our students and early in the school year there were safety concerns identified at dismissal time. The council discussed many options to resolve the issue and in the end came up with a “Gottcha Home Safe” policy. Parents are now asked to wait outside the school until students are dismissed. Students exit the building by grade and parents meet their child at the designated pick up location.

Our council actively participated in providing suggestions and viewpoints for the School District Strategic Plan, the Assessment and Evaluation Policy and the Premier’s Task Force on Education, as well as encouraged other parents to participate and express their opinions.

Members of our school council have a vested interest in the success of our school and the success of our children. We spent time reviewing and discussing the school's development plan for this year, discussing the objectives and strategies for student achievement, school culture, and the professional development plans of the school. We see the importance and value of staff participating in professional development sessions to equip themselves with the tools required to keep abreast of the latest technology and strategies to deal with the ever changing challenges in the classroom.

We feel it was a successful year at Acreman and we look forward to the upcoming school year.

Lorna Harnum
Chair
Acreman Elementary School Council
2016 - 2017

Members of Acreman Elementary School Council 2016 – 2017 School Year

Lorna Harnum– Chair
Charlene Paterson – Vice Chair
Brenda Bishop– Parent representative
Jennifer Legge-Chislett – Community representative
Carolyn Jerrett – Parent representative
Leanne Brooks – Parent representative
Jamie Garland – Teacher Representative
Patti Collins Yetman – Principal

Overview of School (2 – 3 pages)

Our School Community

Our school currently has an enrolment of 165 students and offers grades Kindergarten through Grade Six. The average class size is about 21 students and 25 per cent of our student population is receiving special services support. Our school serves the Trinity Bay communities of Heart's Desire, Heart's Delight- Islington, Cavendish, Whiteway, Green's Harbour and Hopeall. Most students are bused to school.

Acreman Elementary has a total of 10 full-time staff, 2 part-time staff members (1 teacher is shared with another school and we have a .90 of an educational unit). Our guidance counselor also serves as an IRT person on staff and at our school 100% of her time serving in these two capacities. In addition to staff based at school, we have itinerant services for speech-language pathology and education psychology. Full time secretarial and custodial support services are provided.

Our school offers the entire provincially prescribed curriculums in Kindergarten through Grade 6 with the exception of French in Kindergarten and Grade one. We have enhanced our Physical Education program by providing a daily lunch-time intramurals for both primary and elementary. There is an emphasis on enhancing the music program also. We have one primary and one elementary choir class every week and we have a school band comprised of elementary students who have practices twice a week during lunch time.

Key Highlights/Special Projects

Our students performed many times for our public during assemblies and concerts. Our school was represented at the Regional Heritage Fair, Can-West Spelling Bee, and Regional Lions Club Speak Off. We celebrated the 100th Day of School, Education Week, Living Healthy Commotion, Primary Science Fair, Heritage Fair, and other school based events with members of our school population and members of the general public. All events were very successful and well attended.

Our year-end assembly saw many students win awards. The following is a list of the criteria for each of our awards.

1. Trinity Conception Family Resource Centre Awards (Monetary award)

Given to students in Grades 4, 5, and 6 who have consistently demonstrated a sound work ethic and put forth a good effort throughout the year. They have demonstrated a cooperative attitude in their classroom and throughout the school.

2. **Super School Spirit Award** (monetary award)
Acknowledges students who demonstrate a positive attitude and a pleasant personality. This student adds to the school climate. This award is sponsored by Roger Green. One per grade (Kindergarten to Grade Six)

3. **The Craig Shute Memorial Athlete of the Year** (given to Grades 4, 5, 6)
This student is an avid participant in gym classes and extra-curricular sports activities. The student demonstrates excellent skill development in all physical activities and is an example of dedication and sportsmanship.
Grade 4 - Female and Male
Grade 5 - Female and Male
Grade 6 - Female and Male

4. **Music Award** (given to Grades 4, 5, 6)
Presented to the student who has been actively involved in the music program, demonstrating a positive attitude and a love of music.

5. **The Roger Green Award** (Grade 6)
Given each year to the student in Grade Six who has the highest average marks in Science

6. **The Women's Institute Award** (Grade 6) (monetary award)
Given to the female and male Most Improved Student. This student has demonstrated a cooperative attitude in their classroom and their school.

7. **Ed Penney Award**
Given by Mr. Ed Penney, a former teacher at Acreman, to the student in Grade 6 who has the highest average mark in Mathematics.

8. **Art Award**
Given to a student in Grade 4, 5, and 6 who has shown a keen interest in the arts and has demonstrated an excellence in projects that reflect artistic ability.

9. **Town of Whiteway Award**
Given each year to the student in Grade Six who has displays great citizenship, volunteerism, and leadership.

10. **Acreman Award** (Grade 6)
Presented to a male and a female student in Grade Six who have demonstrated a positive contribution to the school through their cooperation with fellow students and teachers, volunteer efforts, participation in extra-curricular and school-related functions, and who have consistently maintained a good academic average.

Partnerships

Other partnership/presentations offered to our students this year included a fire safety during Fire Prevention Week with our local fire departments. We also had presentations from the MMSB, Communities Against Violence, and other agencies. Members of the clergy were always present at all our assemblies. We continued to add to our wall display of pictures of war veterans and people who have served or who are currently serving with the Canadian Forces. We also work with the Lions Club for our regional Speak-Off and we continue to organize a week's events surrounding the theme of anti-bullying/friendship.

We also had our three local fire departments assist us with our many events such as helping with parking for both our Christmas and Spring concerts, as well as for our Kindergarten graduations. The firefighters also help compile and distribute goodies bags with Santa Claus for our students on the last day of school before Christmas holidays.

Our school is involved in a very important partnership with the Newfoundland and Labrador Kids Eat Smart Program. This program helps our school offer nutritious breakfast and snacks to all our students. We are partially funded by this program and we received many generous donations from parents and different groups in the community. Approximately 75- 90 students participated in this Breakfast Program on a daily basis.

Our students participate in many social justice activities throughout the year. We work with Ronald McDonald House, Canadian Diabetic Association, local food banks, and Samaritan's Purse. Our partnerships and activities not only help promote learning of global issues, they help our students develop the skills to become more socially aware of the world around and encourage thinking of ways they can help to make a difference in their world.

Internal Assessment Data (synthesis of report card data to report trends)

The students of Acreman Elementary have performed well in most areas of the Language Arts and Mathematics programs in all grades for the 2016 – 2017 school year. 70-75% of our Primary students (K-3) demonstrate a good to strong understanding of curriculum outcomes. This means that 25-30% of our Kindergarten to Grade 3 students do experience some struggles academically. Teachers have identified our students and they keep records of the strategies they use with our students. At each reporting period, teachers give this information to the office and we compile these results. We discuss our findings at our curriculum and staff meetings.

Our Elementary students at Acreman Elementary have performed well in most areas of the Language Arts and Mathematics programs in all grades for the 2016 – 2017 school year. 70-75% of our Elementary students (4-6) demonstrate a good to strong understanding of curriculum outcomes. This means that 25-30% of our Grade 4-6 students do experience some struggles academically. Teachers have identified our students and they keep records of the strategies they use with our students. At each reporting period, teachers give this information to the office and we compile these results. We discuss our findings at our curriculum and staff meetings.

What do these results tell us?

Our report card data is our internal assessment as it comes from the school level and reported by teachers. This report card data helps us see how our students are performing. We are better able to identify strengths and weaknesses of our students and it helps us in directing our resources such as in class support and the purchasing of extra resources. With this information, we have decided as a staff what grade areas are in the greatest need of the services of our Instructional Resource Teacher. This extra support, along with teacher identification, may help students improve. We have weekly collaboration meetings with teachers and IRT so they plan how they will work together throughout the school year to help our students experience success. This information also helps to direct us in the creation of our school development plan. Even when the plan is created, we will add the necessary changes and/or additions to our strategies to help increase student success in our school.

Our school plan is created with providing many opportunities for our students to experience success. Through our data collection and analysis, we identify the areas we need to create more of a focus and write strategies to address these areas. Our plans are written with goals in mind and the most important goal of all is student success.

Report on School Development Plan for 2016-17 Year

Goal 1: To foster a supportive and inclusionary learning environment that enables success for all

Objective 1.1 Students will take more responsibility for their learning as they develop skills to make them more independent (Through the practices outlined in the strategies associated with this objective, teachers gained more knowledge about their students as learners. This information is instrumental in helping our students to experience more success. These practices will continue.)

Evaluation 1.1 Teachers will **model and teach whole body listening to their students** (*Teaching better listening skills consistently throughout the grades will help students with their learning and attention skills*)

1.1.2 Teachers will teach students listening expectations for different school environments (*Teaching expectations always help with student success*)

1.1.3 Morning routines will include daily reminders to students on whole body listening and respectful listening practices (*Daily reminders and practice will also help to develop these skills*)

1.1.4 Parents will receive information regarding whole body listening so they will be aware of the expectations we have for their children (*When parents know what skills we are emphasizing in school, it is possible for them to support their children experience success*)

1.1.5 Teachers will teach and model strategies for self-monitoring and perseverance for students to use as a way to increase comprehension (*Encouraging students not to give up and keep trying will help them as learners*)

1.1.6 Teachers will develop a checklist in the above strategies for the students to use as a way to encourage independence (*The checklist will be used as a teaching tool for students*)

Objective 1.2 Students will have many opportunities to explore and increase their use of self- assessment
(Through the practices outlined in the strategies associated with this objective, teachers gained more knowledge about their students as learners. This information is instrumental in helping our students to experience more success. These practices will continue.)

Evaluation 1.2 Teachers from K-6 will develop “I Can” statements for language arts

1.2.2 Teachers will create **more opportunities for students to use self-assessment cross-curricularly** (*When students self-assess, they can critically evaluate their performance*)

1.2.3 Students will record themselves reading so they can hear themselves read and self-assess (*Hearing themselves read and playback the recording can help students determine where they need to improve*)

1.2.4 Teachers will develop **a self- assessment checklist for students to use in class**(ELA?) (*The checklist not only becomes a valuable teaching tool, it can help guide students to success*)

1.2.5 Teachers will create opportunities for students to **share their math strategies with each other** as a way to assess themselves and others (*Students learning from each other and sharing strategies can be a very effective learning experience for all*)

1.2.6 Students will **look for teacher errors in number operation based activities as explain their reasoning** as to why these are errors (*Students enjoy any opportunity to be the “teacher” and to help each other learn*)

1.2.7 Teachers will have classroom based “Math Challenge of the Week” activities that will feature problems from the Shape and Space and Number Operations strands (*This focus was developed to help with the lower scores from the previous Provincial Assessments*)

Goal 2. Create and foster an environment that promotes respect, safety, healthy living practices, and social justice for all school members	
<p>Objective 2.1 Students will have opportunities to participate in activities that can improve their school environment/climate (These strategies were developed in order to promote a safe, caring, and respectful environment for all our students. These practices will continue.)</p>	<p>Objective 2.2 Teachers will create learning opportunities that feature self-regulation for their students in both structured and unstructured environments (These strategies were developed in order to promote a safe, caring, and respectful environment for all our students. These practices will continue.)</p>
<p>Evaluation 2.1.1 Teachers will include more classroom based PBS activities (<i>Teachers can focus in more on the behaviours they want to encourage from their students</i>)</p> <p>2.1.2 Students will participate in an Acts of Kindness challenge to promote kindness towards others (<i>Students see a purpose for performing these types of acts</i>)</p> <p>2.1.3 Grade Six students will participate in “Principal for a Day” contest (<i>Students will have to be persuasive and show why they want to be in charge</i>)</p> <p>2.1.4 Teachers will establish some leadership opportunities for the Grade Five and Six students in different classrooms and different environments (<i>Students will have a chance to show that they are responsible and handle the assigned tasks and be role models to the younger students</i>)</p>	<p>Evaluation 2.2.1 Students will participate in monthly periods that have them play board games with each other (<i>Teachers can see how their students behave in a situation where they have to take turns, handle losing, and interact with others</i>)</p> <p>2.2.2 Teachers will have PD and resources on self-regulation (<i>This is a big topic that teachers need PD and focus on and building these skills will help all students</i>)</p> <p>2.2.3 Students, with the help of their teachers, will help develop a checklist for self-regulation (<i>Students will know what teachers are looking for through the use of a checklist</i>)</p> <p>2.2.4 Teachers will have classroom based activities for self-regulation, tailored for the particular needs of their students (<i>Teachers can focus on the particular self-regulation issues for their particular classroom</i>)</p> <p>2.2.5 Teachers will use Review 360 (<i>This system will be the basis of data collection for behavior problems and issues</i>)</p>

Operational Issues Report 2017 - 2018

Year	Issue	Action	Evaluation
Report	Find another classroom for Grade One	Work with district maintenance personnel	This was accomplished
	Combine library and computer lab	Work with district maintenance personnel	This is still a work in progress
	Find more storage space	Work with district maintenance personnel	This is still a work in progress
	Find another space for IRT/Guidance	Work with district maintenance personnel	This is still a work in progress

Actions for Change

Goal 1: To foster a supportive and inclusionary learning environment that enables success for all	
<p>Objective 1.1 Students will take more responsibility for their learning as they develop skills to make them more independent</p>	<p>Objective 1.2 Students will have many opportunities to explore and increase their use of self- assessment</p>
<p>Actions for Change (2016 - 2017) Our development of whole body listening is a direct response to what we see every day in our classrooms. Students need to be taught the skills to be better listeners and once these skills are developed, it will help them with their learning. Other curriculum areas will benefit from our students learning to become better listeners. We have developed skills related to perseverance, developing independence, and self- monitoring as we see these skills are necessary so students will keep putting effort into what they are doing and not give up when they has trouble.</p> <p>Actions for Change (2017 – 2018) We developed these objectives and related strategies to help teachers gather data to help focus on what we need to do for our students to experience success. Along with the data collection, teachers have many opportunities to see how their students learn as well as find out their strengths and needs. They will also discover the risk takers and the ones who give up easily.</p>	<p>Actions for Change (2016 - 2017) Self-assessment is an important skill to develop in any curriculum area. Once students know what their teachers are looking for from them, they can try to produce those desired results. We also developed strategies related to Shape and Space and Number Operations as a response to lower scores in these areas.</p> <p>Actions for Change (2017 – 2018) We developed these objectives and related strategies to help us provide more effective responsive teaching and develop more direct strategy instruction. Not only will we be looking at classroom practices, we will also look at grouping, using technology, and other programs to help us in delivering this to our students.</p>

Goal 2. Create and foster an environment that promotes respect, safety, healthy living practices, and social justice for all school members	
Objective 2.1 Students will have opportunities to participate in activities that can improve their school environment/climate	Objective 2.2 Teachers will create learning opportunities that feature self-regulation for their students in both structured and unstructured environments
<p>Actions for Change 2.1 (2016 - 2017) Acts of Kindness, PBS activities, and leadership opportunities can not only improve the climate and culture of the current school year but help develop skills for future years. These strategies are a great investment in our students and while they may be developed for a certain need, students will welcome any initiative that promotes rewarding of good behavior.</p> <p>Actions for Change 2.1 (2017 - 2018) Concentrating on the Code of Conduct, Review 360, Classroom rules, and Self-regulation are good ways to help develop and maintain a safe and caring school environment. This investment and focus will help all students in our school family.</p>	<p>Actions for Change 2.2(2016 - 2017) Self-regulation was seen as a positive trait to help our students develop and one can see how it would directly relate to inclusion. It will help students work with each other and control themselves better. The self-regulation will not only be teacher directed, but also aimed at help students develop independence in this area. As with teaching positive behavior, self-regulation is another life-long skill for our students to develop for many years.</p> <p>Actions for Change 2.2(2017 - 2018) A focus on PBS and Good Deeds will help establish a culture of caring and empathy for all. Students will also see the rewards on a more regular basis when they receive the ACE awards for both academic and non-academic behaviours.</p>

School Development Plan for 2017-18 Year
One Year School Development Plan
School Development Plan 2017-18

Goal 1: To foster a supportive and inclusionary learning environment that enables success for all	
Objective 1.1: Teachers will enhance their collection and analysis of data and discuss results as they collaborate with fellow staff members	Objective 1.2: Teachers will create more opportunities for responsive and direct teaching for all students
<p>Strategies:</p> <p>1.1.1 Teachers will collect, analyze, and collaborate data through the use of Google Docs</p> <p>1.1.2 Teachers will use the BEV tables after each reporting period to see the strengths and needs of their students in math</p> <p>1.1.3 Teachers will use the BEV tables after each reporting period to see the strengths and needs of their students in Language Arts</p> <p>1.1.4 Teachers will collaborate on a monthly basis as they analyze their students' running records (M, S, V) from the BAS kits</p> <p>1.1.5 IRT time will be used to create more of a focus with one IRT assigned mostly to Primary and one IRT assigned to Elementary</p>	<p>Strategies: (Actions)</p> <p>1.2.1 Primary and elementary students will be put into several small groups twice a week so a group of teachers can do direct strategy teaching in math with a focus on number sense and number operations</p> <p>1.2.2 Primary and elementary students will be put into several small groups twice a week so teachers can do direct strategy teaching in language arts with a focus on word attack skills and comprehension</p> <p>1.2.3 Teachers will recommend the purchase of apps for Language Arts and Math for our iPads to support the direct strategy teaching in these areas</p> <p>1.2.4 The use of the LLI kit (Green version) will be expanded to include more Primary students</p> <p>1.2.5 Grade 2 and 3 teachers will use Dreambox with their students to help with Math skills</p> <p>1.2.6 Each class will sign up for a month to display a persuasive writing piece on our Authors' Wall</p>

<p>Indicators of Success:</p> <p>1.1.1 Teachers can readily access, analyze, and collaborate data of their students' progress</p> <p>1.1.2 Teachers can direct instruction in the area of mathematics to fit the needs of their students</p> <p>1.1.3 Teachers can direct instruction in the area of language arts to fit the needs of their students</p> <p>1.1.4 Teachers can see what areas to focus on in reading instruction</p> <p>1.1.5 IRT's will be more specialized in the curriculum of either primary or elementary</p>	<p>Indicators of Success:</p> <p>1.2.1 Students will experience more success in the areas of number sense and number operations</p> <p>1.2.2 Students will experience more success in the areas of word attack skills and comprehension</p> <p>1.2.3 Students will use technology to help them succeed more in certain areas of math and language arts</p> <p>1.2.4 More at risk readers will show progress through the use of the LLI kits</p> <p>1.2.5 Grade 2 and 3 students will experience more success in the area of mathematics</p> <p>1.2.6 Students will experience more success with persuasive writing</p>
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Goal 1. Support Plan	
Financial	Professional Development/Time Required
<p>1.2.3 Cost of apps for iPads (approximately \$300)</p> <p>1.2.5 Cost of subscriptions/student license for DreamBox (approximately \$900)</p> <p>1.2.1, 1.2.2 Cost of supplies, games, and activities to focus on language arts (word attack skills and comprehension) and mathematics (number sense and number operations) (approximately \$700)</p>	<p>1.1.1, 1.1.2, 1.1.3, 1.1.4 Staff meetings, divisional meetings, data day (1 day in October), reporting periods (December and March), weekly collaboration periods</p> <p>1.2.1, 1.2.2, 1.2.3 Staff meetings, divisional meetings, weekly collaboration periods</p> <p>1.2.5 Professional learning component for teachers using DreamBox</p>

Goal 2: Create and foster an environment that promotes respect, safety, healthy living practices, and social justice for all school members	
Objective 2.1: Staff members will address and investigate different aspects of students behaviour	Objective 2.2: Staff members will investigate different type of Positive Behaviour Supports
<p>Strategies: (Actions)</p> <p>2.1.1 Teachers will update the Student Code of Conduct to reflect current issues such as Social Media</p> <p>2.1.2 Teachers will use data from Review 360 to help analyze problem issues, times, and areas.</p> <p>2.1.3 Students will leave all cell phones at the office where they will remain in a locked cabinet during the school day</p> <p>2.1.4 Teachers will send home a copy of the classroom rules for both students and parents to sign as a contract of behavior and expectations</p> <p>2.1.5 One period per week will be spent school wide for teachers to focus on self-regulation/executive skills issues that exist in their particular classroom</p>	<p>Strategies:</p> <p>2.2.1 Students will be introduced to our ACE acronym – Always Choosing Excellence – with our school mascot, Ace the Alligator</p> <p>2.2.2 Monthly awards (ACE Awards) will be given to students in both academic and non-academic areas</p> <p>2.2.3 A Good Deeds tree will showcase students’ good deeds in a hallway display</p> <p>2.2.4 Teachers will continue to investigate self-regulation/executive functioning skills.</p> <p>2.2.5 Elementary students will participate in a persuasive writing contest to name our new library/computer lab</p>
<p>Indicators of Success:</p> <p>2.1.1 Student Code of Conduct will reflect more of the student issues we encounter</p> <p>2.1.2 Data analysis will help guide decision making</p> <p>2.1.3 Cell phones will not be a distraction in the classrooms</p> <p>2.1.4 Students, parents, and teachers will have shared and consistent expectations regarding behaviour</p> <p>2.1.5 Students will develop more skills in the area of self/regulation/executive skills</p>	<p>Indicators of Success:</p> <p>2.2.1 A new school motto for behaviour will be learned and adopted by students and teachers</p> <p>2.2.2 Students will be recognized for excellence in academic and non-academic performances</p> <p>2.2.3 Students’ good deeds will be recognized and celebrated</p> <p>2.2.4 Teachers will increase their knowledge of self-regulation/executive skills</p> <p>2.2.5 Students will feel ownership of the new computer lab/library and practice their persuasive writing skills</p>

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.3 Locked cabinet for cell phones (\$200) 2.1.5 Resources for teaching self-regulation/executive skills (\$500) 2.2.1 New ACE banner for the school (\$200) 2.2.2 Printed awards for the monthly ACE awards (\$300)	2.1.1, 2.1.2, 2.1.5 Staff meetings, divisional meetings, weekly collaboration periods 2.2.1, 2.2.2, 2.2.3, 2.2.4 Staff meetings, divisional meetings, weekly collaboration periods

Operational Issues for 2017-18

Operational Issue	Intended Action
Install more security sensors in the school	Work with district maintenance personnel
Find more storage space	Work with district maintenance personnel
Find another classroom for IRT/Guidance	Work with district maintenance personnel
Declutter and reorganize various equipment such as math, science, music, and physical education equipment	Work with teachers, custodial, and district maintenance personnel